



Book Series

Research in Bilingual Education

Series Editors

Mileidis Gort, *University of Colorado Boulder*

Aims and Scope: The Research in Bilingual Education book series provides a platform for established and emerging scholars to explore key issues and new directions in the field through theoretical and empirical scholarship with implications for research, policy, and practice. The series aims to transform research and practice by challenging the inequitable status quo and illustrating the value and possibilities of bilingual education. We invite scholarly contributions with strong interdisciplinary perspectives on all areas of teaching and learning in bilingual education, including but not limited to language education policy and politics, bilingualism and biliteracy, curriculum, classroom practice, pedagogy, and teacher education and development. The series is committed to promoting equity, access, and social justice in bilingual education and to offering accessible research that engages researchers, graduate students, teacher educators, preK-12 practitioners, and policy makers with new and emerging theoretical and pedagogical approaches to bilingual education scholarship and practice in all of their complexities, challenges, and possibilities.

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Manuscripts: Submission of a manuscript implies commitment to publish in this series. Authors should not simultaneously submit their manuscript elsewhere for publication consideration.

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- Effective Educational Programs, Practices, and Policies for English Learners
- The Bilingual School in the United States
- ESL, EFL and Bilingual Education
- Negotiating Social Contexts
- Teacher Training and Effective Pedagogy in the Context of Student Diversity

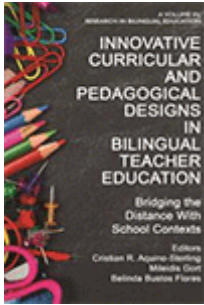
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Innovative Curricular and Pedagogical Designs in Bilingual Teacher Education

Bridging the Distance with School Contexts

Cristian R. Aquino-Sterling, San Diego State University; Mileidis Gort, University of Colorado Boulder; Belinda Bustos Flores, The University of Texas at San Antonio

2022. Paperback 978-1-64802-894-6 \$52.99. Hardcover 978-1-64802-895-3 \$94.99. eBook 978-1-64802-896-0 \$85.

Unequivocally, advocacy for bilingual learners has been at the forefront of educators' work and has also led to critical theoretical advancements and policies. Nevertheless, "the bilingual education field has been challenged by unsystematic curricular innovations and few important pedagogical advances" (García, in Adelman Reyes & Kley, 2010, p. viii). As a result, research on curricular and pedagogical innovations in bilingual teacher education and its impact on bilingual curriculum and instruction is still nascent.

This edited volume extends our field of studies by highlighting novel 21st century curricular designs and pedagogical practices in the preparation of future bilingual teachers and their relevance for advancing curriculum, instruction, and educational achievement across bilingual school contexts. In particular, the volume provides a much-needed overview of innovative bilingual teacher preparation practices designed and implemented to develop bilingual teacher professionals equipped to effect curricular and pedagogical changes in bilingual settings. As such, two main questions guiding the orchestration of the volume are: (a) What innovative curricular and pedagogical designs characterize the field of bilingual teacher education in 21st century? and (b) How do or could these innovative curricular and pedagogical approaches for educating future bilingual teachers influence teacher practices in bilingual contexts for advancing curriculum, pedagogy and the achievement of bilingual learners?

Following the knowledge construction process characterizing how new curricular and pedagogical developments are established in the field of bilingual teacher education, a distinctive feature of the volume pertains to how its twelve chapters are organized along efforts to develop, implement, and/or research innovative bilingual teacher preparation practices from a range of theoretical, analytical, and research traditions.

CONTENTS: Foreword, *Carmen M. Martínez-Roldán*. Acknowledgments. Introduction—Pushing the Boundaries of Curricular and Pedagogical Innovations in Bilingual Teacher Education: Toward Renewed Movement Building, *Cristian R. Aquino-Sterling, Belinda Bustos Flores, and Mileidis Gort*. **PART I: CONCEPTUALIZING CURRICULAR AND PEDAGOGICAL INNOVATIONS IN BILINGUAL TEACHER EDUCATION.** Conceptualizing and Realizing Bilingual Education for Social Transformation, *María del Rosario Zavala and Josephine Arce*. Nuevos desafíos: la importancia de ideologías heterogéneas y críticas en la capacitación docente bilingüe, *Katherine Barko-Alva y Christian E. Zúñiga*. Reconceptualizing Bilingual/Dual-Language Teacher Education to Promote Disciplinary Biliteracies in STEM, *Marialuisa Di Stefano, Idalis Villanueva Alarcón, and Alberto Esquinca*. Cultivating Bilingual Education in Massachusetts: From Survival to Restoration, *Jasmine Alvarado and Patrick Proctor*. **PART II: IMPLEMENTING CURRICULAR AND PEDAGOGICAL INNOVATIONS IN BILINGUAL TEACHER EDUCATION.** Bilingual Coteaching in the Art Museum: A Linguistic and Culturally Authentic Field Instruction Experience for Bilingual Teacher Education Candidates, *Haydeé Marie Rodríguez, Lucía Cárdenas Curiel, and Andrea Saenz*. Learning to Listen to Multilingual Kids: Merging Theory and Practice in Preservice Bilingual Teacher Education, *Janelle Franco, Andréa C. Minkoff, Marjorie Elaine Faulstich Orellana*. El desarrollo de competencias en español pedagógico: hacia una visión multidimensional del quehacer lingüístico del docente en educación bilingüe, *Cristian R. Aquino-Sterling*. **PART III: RESEARCHING CURRICULAR AND PEDAGOGICAL INNOVATIONS IN BILINGUAL TEACHER EDUCATION.** Teaching and Learning Multiliteracies: Case Study of Bilingual Teacher Candidates in a Clinically-Rich Literacy Methods Course, *Anissa Wicktor Lynch and Elizabeth A. Morphis*. Reconsidering Teaching and Learning in the Bilingual Mathematics Classroom, *Gladys H. Krause and Luz A. Maldonado Rodríguez*. Developing a Funds of Knowledge Inventory to Enhance Instruction in Bilingual Settings, *Eric J. Johnson*. Afterword, *Patricia Sánchez*. Contributors. Index.



Effective Educational Programs, Practices, and Policies for English Learners

Liliana Minaya-Rowe, University of Connecticut

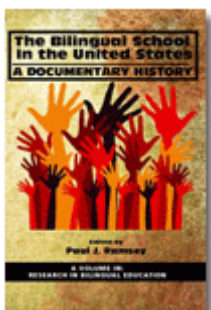
2014. Paperback 9781623968571 \$52.99. Hardcover 9781623968588 \$94.99. eBook 9781623968595 \$85.

The central issue of this volume is how to meet the linguistic and academic needs of the increasing numbers of English learners (ELs). At the center of educational turns is the role of school professionals in this Common Core Standards era. Teacher education programs and professional development, or pre-service and in-service programs for teachers of ELs, are currently being reframed to reflect the new demands placed on all teachers in light of the new standards. The expectation is that ELs can learn, and their teachers possess the expertise to teach, both discipline content and academic English at the same time.

The large numbers of ELs across the country have created a wide gap between what teachers have been trained to do and the skills they need to teach and reach them effectively. This practical handbook brings together research, policy and practice on teacher effectiveness, pre-service and in-service programs in the context of student linguistic and cultural diversity. Key features include:

- Clearly articulated teacher training and professional development programs;
- Coverage of Common Core curriculum and a variety of instructional programs and practices with research-based tools to implement them; and,
- Policies to equitably and effectively prepare ELs academically and linguistically.

CONTENTS: Introduction. Shared Responsibility: Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards, *George C. Bunch, Amanda Kibler, and Susan Pimentel*. New York State Bilingual Common Core Initiative: Creating Scaffolds for the Successful Education of Language Learners, *Patricia Velasco and Helen Johnson*. Language and Meaning in Mathematics and Science Teacher Training: Helping Teachers Use Language to Help ELs Think and Construct in Disciplined Ways, *Zenaida Aguirre-Muñoz*. Professional Development in Support of English Learner Achievement: Science and ESOL Educator Collaborations, *Carla Meskill, Alandeom W. Oliveira, Karen Gregory, Gretchen Oliver, Bethany Reichen, and Patrick S. Witmer*. Higher Order Thinking Skills: An Arts-Infused Core Curriculum for English Learners and their Peers, *Evelyn Robles-Rivas*. Effective Practices for English Language Learners in Kindergarten and Implications for Policy, *Luciana C. de Oliveira, Alsu Gilmetdinova, and Marshall Klassen*. Meeting the Needs of English Learners: A Teacher Preparation Program for Content and Special Education Teachers, *Lynn Atkinson Smolen, Wei Zhang, Shernavaz Vakil, Lisa Temsey, and Nicole Mann*. Rev it Up: Leadership Matters in a Whole School Dual Language Approach, *Abie L. Benítez*. English Learners in Higher Education: A Dual Language Perspective for Academic Language and Literacy Competence, *Liliana Minaya-Rowe*. About the Contributors.



The Bilingual School in the United States A Documentary History

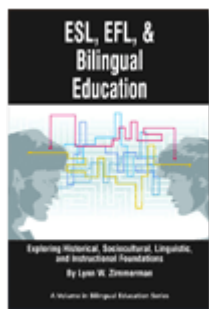
Paul J. Ramsey, Eastern Michigan University

2012. Paperback 978-1-61735-798-5 \$52.99. Hardcover 978-1-61735-799-2 \$94.99. eBook 978-1-61735-800-5 \$85.

This much-needed volume is an edited collection of primary sources that document the history of bilingual education in U.S. public schools during the nineteenth and twentieth centuries. Part I of the volume examines the development of dual-language programs for immigrants, colonized Mexicans, and Native Americans during the nineteenth century. Part II considers the attacks on bilingual education during the Progressive-era drive for an English-only curriculum and during the First World War. Part III explores the resurgence of bilingual activities, particularly among Spanish speakers and Native Americans, during the interwar period and details the rise of the federal government's involvement in bilingual instruction during the post-WWII decades. Part IV of the volume examines the recent campaigns against bilingual education and explores dual-language practices in today's classrooms. A compilation of school reports, letters, government documents,

and other primary sources, this volume provides rich insights into the history of this very contentious educational policy and practice and will be of great interest to historians and language scholars, as well as to educational practitioners and policymakers.

CONTENTS: Preface. **PART I: THE DEVELOPMENT OF BILINGUAL EDUCATION, 1830s-1890s.** 1. Bilingual Schools Controlled by "Foreigners." 2. Bilingual Schools Controlled by "Americans." **PART II: BILINGUAL EDUCATION UNDER ATTACK, 1890s-1920s.** 3. Progressivism and the Push for Monolingualism. 4. World War I and the Attack on Bilingual Schooling. **PART III: THE TRANSFORMATION OF BILINGUAL EDUCATION, 1920s-1970s.** 5. Reestablishing Bilingual Education during the Interwar Years. 6. Bilingual Education on the National Stage. **PART IV: BILINGUAL EDUCATION AND THE CONTEMPORARY PERIOD, 1980s-2010s.** 7. Bilingual Education Today. References.



ESL, EFL and Bilingual Education

Exploring Historical, Sociocultural, Linguistic, and Instructional Foundations

Lynn W. Zimmerman, Purdue University Calumet

2010. Paperback 978-1-61735-031-3 \$52.99. Hardcover 978-1-61735-032-0 \$94.99. eBook 9781617350337 \$85.

This collection of essays examines the historical, social, cultural, and educational foundations of ESL/EFL/Bilingual Education. The four themes of this book are:

- Historical, Legal and Political Foundations of Bilingual/ESL Education
- Linguistic and Sociocultural Issues in ESL/EFL Education
- Educational Reform and English Language Teaching
- Effectively Teaching Bilingual/ESL/EFL Students

This volume offers a concise overview of English language learning issues from foundations to current reform to practical guidelines to implement in the classroom. The articles are a variety of theoretical essays, reports of research and practical guides to teaching ESL/EFL/bilingual populations. Many of the essays are presented from the perspective of critical pedagogy relying on the work of educational theorists such as Paulo Freire, Lisa Delpit, and Michael Apple. Although there are connections among the essays, this collection allows the reader to read any of the essays as individual pieces, so the reader can focus on the issues that are most relevant.

This book is aimed at instructors of ESL/EFL/bilingual foundations courses. It would be appropriate for undergraduate or graduate level courses. There is some international appeal for this text since several of the essays focus on general English language learning issues, and at least two focus on international issues.

CONTENTS: PART I: HISTORICAL, LEGAL, AND POLITICAL FOUNDATIONS OF BILINGUAL/ESL EDUCATION. PART II: LINGUISTIC AND SOCIOCULTURAL ISSUES IN ESL/EFL EDUCATION. PART III: EDUCATIONAL REFORM AND ENGLISH LANGUAGE TEACHING. PART IV: EFFECTIVELY TEACHING BILINGUAL/ESL/EFL STUDENTS.



Negotiating Social Contexts

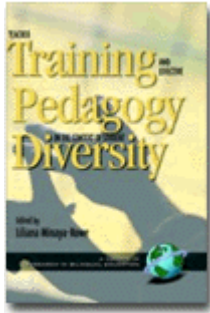
Identities of Biracial College Women

Andra M. Basu, Albright College

2007. Paperback 978-1-59311-596-8 \$52.99. eBook 9781607527107 \$85.

This book examines the identification choices of a group of biracial college women and explores how these identifications relate to their choices and constructions of different social contexts. It is a qualitative study that draws on recent psychological literature, as well as personal interviews and focus groups with a group of biracial college women. The book includes 1) a review of the relevant literature concerning biracial individuals, 2) a discussion of some of the unique issues

facing researchers who work with biracial populations, and 3) an indepth examination of the relationship between identity and different social contexts for a group of biracial women. The book addresses issues critical to educators, counselors, policy makers and researchers who work with biracial students, as well as biracial individuals and their families. For example, it shows how, for this group of biracial college women, identity choices did influence their choices and constructions of social contexts, particularly at the school that they all attended. Yet while identification choices did influence their perceptions about their social contexts, other factors such as social barriers also influenced them. Family members played a role in their identification choices as well, but siblings were found to be more influential than parents. In addition, the book demonstrates how educators and biracial mentors had a significant impact on this particular group of biracial women. The implications of these findings for parents, educators and future researchers are considered, as the number of biracial individuals living in the United States continues to grow.



Teacher Training and Effective Pedagogy in the Context of Student Diversity

Liliana Minaya-Rowe, University of Connecticut

2002. Paperback 1-930608-78-0 978-1-930608-78-8 \$52.99. Hardcover 1-930608-79-9 978-1-930608-79-5 \$94.99. eBook 9781607525240 \$85.

The purpose of this volume is two-fold. First, the book attempts to initiate a research-based dialogue from a variety of perspectives specifically about teacher training and teaching in the context of student linguistic and cultural diversity; and, second, to cast a wide net over three major areas of professional development that have the potential to impact on teacher quality and on the educational services provided to ELLs at all levels of instruction. This book represents a first attempt to a quiet revolution going on in teacher education (Johnson, 2000). It allows the reader to uncover research activities and experiences that constitute individual teacher education program initiatives. A revolution, because it is stirring the very essence of what stands at the core of teacher education, a core that has long been based more on training to teach monolingual English speaking students and less on teaching ELLs, their first and second language development, using their bilingualism to teach academics, and on the process of becoming an effective teacher of ELLs.

This state-of-the-art review brings together research on effective pedagogy and teacher training. The nine feature chapters are directly concerned with effective new structures and practices for professional development and are presented in a framework that considers a wide spectrum of topics to address issues such as: what teachers need to understand about English language learners, what kind of professional experiences are likely to facilitate those understandings, and what kinds of teacher education programs and school settings are able to support their ongoing learning. The authors also discuss the implications of their work for helping English language learners connect and benefit from school from the points of view of (1) school reform, (2) teachers' bilingual proficiencies, (3) teachers' knowledge and beliefs, and (4) teacher training programming and sustainability.



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